第３講　　長文総合問題①

新任の小学校教師の体験を描いた次の英文を読み，設問に答えなさい。

The chaos in their classes demolished Mr. Levin's and Mr. Feinberg's assumptions that their charm, intelligence, and energy would guarantee their success. Anarchy reigned. Children raced up and down the halls. Few of them did their homework. Noise was a constant problem. Students were unimpressed with the new teachers' *Ivy League degrees and clever talk.

Quincy, for instance, was in Levin's class at Bastian Elementary School. He was a sixth grader but didn't look it. Five feet ten inches tall, he was often angry and mean. He teased, taunted, and slapped other children. He paid no attention (　A　) teachers who told him to stop. (1)He saw no reason to do anything asked of him by Levin, who had almost no experience disciplining children.

Levin sought advice from his principal and the mentor teacher assigned to him. Much of what they told him was (　ア　) or didn't work. The general disorder at the school convinced him that the principal, despite her good heart and (　イ　) desire to make things better, was not going to be much help with Quincy.

It occurred to Levin and Feinberg, in their weary conversations, that (2)they were trying too hard to be what they thought teachers should be, and not trying hard enough to be themselves.

今日のポイント

NOTE

They had good instincts in other parts of their life. Why not in their classes? On a particularly (ウ) day, Levin responded disastrously to this insight without considering that it might conflict with rules for teacher behavior, and with the law. As usual, Quincy was wandering around the room, harassing other students. "Sit down, Quincy," Levin said. Quincy acted as if Levin did not exist.

"Sit down now!"

No response.

Levin walked up to the boy in the middle of the classroom, grabbed him under both armpits, picked him up, and carried him back to his seat. Levin had never lifted a child that heavy. He wondered, in a panic, if he could make it all the way to Quincy's chair without dropping him. His strength gave (B) just as he got there. Instead of gently lowering the boy into his place, he dropped him into it, with more force than he had intended. *Mortified, Levin retreated to his desk and began to wonder exactly when he would be fired.

He had been told, more times than he could count, not to touch kids. It was a huge no-no, an invitation to lawsuits and a cause for dismissal. He worried about his job. He worried about Quincy. What did it say to a child who had probably been mistreated from an early age that a teacher could slam him into his chair?

But Levin noticed that the class quieted noticeably after Quincy had been

put（　C　）his place. The boy was a bully. (3) Levin wondered if his failure to protect other children from Quincy had contributed to the sour mood that usually enveloped his class.

NOTE

Levin decided to visit Quincy's parents and apologize, even though home visits were another thing he had been told not to do. The rule was that contact with parents had to be limited to the telephone and their visits to the school.

Levin didn't care. He felt bad about what he had done and could see no alternative to making a personal visit and apology. He found the small wood-frame house where Quincy lived, not far from the school. He knocked. Quincy's mother came to the door. She was heavyset, shorter than her sixth-grade son. She looked weary. "Good evening, ma'am," he said. "I am Mr. Levin, Quincy's teacher. May I come in?"

She looked (エ) to find him on her doorstep. She seemed apprehensive. Conversations with teachers about her son were rarely (オ). But she invited him in. Levin sat down on the couch and gave her an honest look of sadness.

"Ma'am," he said, "I feel really bad. Something came (D) today in class. I don't know if you know that your son has been slapping other kids."

"I know my boy," she said in a neutral tone.

"Well, today he wouldn't listen to me, so I had to carry him back to his chair."

She nodded.

"I hope you don't mind me doing that. I hope I don't have to do it again."

"Do whatever you have to do," she said. She saw the relief in his face. "Listen," she said, "you're the first teacher that ever came to the house. Do

whatever you have to do to my son. He doesn't listen to me. Do whatever you have to do."

NOTE

[From WORK HARD, BE NICE. by Jay Mathews. Reprinted by permission.]
（出題の都合上，原文の一部に変更を加えている。）

注

Ivy League：a group of elite US universities

mortified：very embarrassed and ashamed

設問

1.空欄（　ア　）～（　オ　）に入るもっとも適切な単語を次の１～５から選び，番号で答えよ。各番号は１回だけ使用すること。

1　sincere	2　pleasant	3　surprised	4　tense
5　vague			

2.空欄（　A　）～（　D　）に入るもっとも適切な単語を次の１～６から選び，番号で答えよ。各番号は１回だけ使用すること。

1　out	2　with	3　in	4　on
5　up	6　to		

3.Levin が「教師として，やってはいけない」と言われていた２つの事柄を，本文に即して日本語で述べよ。

4.下線部(1)～(3)を日本語に訳せ。

NOTE

大学別対策講座　名古屋大英語　復習テスト　第三回

＊下線部を日本語に訳しなさい。

１.The chaos in their classes demolished their assumptions that their energy would guarantee their success.

彼らのクラスの（　　　　）が，彼らのエネルギーによって成功が（　　　　）されるという（　　　　）を（　　　　　　　）。

２.It occurred to them , in their weary conversations, that they were trying too hard to be what they thought teachers should be, and not trying hard enough to be themselves.

彼らの（　　　　　　）会話で，（　　　　　　　　　　　　　　　　　　　　　　　）

という（　　　　　　　　　　　）。

３.Levin wondered if his failure to protect other children from Quincy had contributed to the sour mood that enveloped his class.

レヴィンは（　　　　　　　　　　　　　　　），クラスを（　　　　　　　）不快なムード（　　　　　　　　）のかと疑問に思い始めた。

＊次の英語の意味を書きなさい。

4	mistreat		21	mortify	
5	noticeably		22	convince 人 that ～	
6	contribute to		23	instinct	
7	envelope		24	disastrously	
8	weary		25	conflict	
9	rarely		26	wander	
10	nod		27	grab	
11	dismissal		28	gently	
12	slam		29	retreat	
13	bully		30	respond	
14	sour		31	insight	
15	alternative		32	lawsuit	
16	apprehensive		33	demolish	
17	neutral		34	assumption	
18	relief		35	anarchy	
19	harass		36	be impressed with	
20	armpit		37	tease	

38	slap		43	reign	
39	principal		44	mean	
40	disorder		45	taunt	
41	chaos		46	discipline	
42	guarantee		47	assign A to B	

名古屋大英語　第３講　解答

＜解答＞
設問１．ア―５　イ―１　ウ―４　エ―３　オ―２
設問２．A―６　B―１　C―３　D―５
設問３．事柄１：生徒の体に触れること。事柄２：生徒宅を訪問すること。
設問４．全訳の下線部を参照。

＜全訳＞
クラスの混乱ぶりが，自分たちの魅力と知性，エネルギーが自分たちの成功を保証してくれるだろうというレヴィン先生とファインバーグ先生の思い込みを打ち砕いた。無秩序が支配していた。子どもたちは廊下を走り回っていた。ほとんどが宿題をしてこなかった。騒がしいのはいつものことであった。生徒たちは新任教師の一流の学歴や賢い話に感動はしなかった。

例えばクインシーという生徒がバスティアン小学校のレヴィンのクラスにいた。彼は６年生だったが，そうは見えなかった。身長は５フィート 10 インチもあり，よく怒ったり意地悪なことをしたりした。彼はほかの子どもたちをいじめて，あざけり，ひっぱたいたりした。彼は止めるように言ってくる教師に全く注意を向けなかった。(1)<u>子どもをしつけた経験などほとんどないレヴィンが何を要求しようと，そうする理由など彼にはなかったのである。</u>

レヴィンは校長や彼の担当である指導教師にアドバイスを求めた。彼らが言ったことのほとんどは曖昧だったり役に立たないものであったりした。学校全体の混乱によって，彼が確信したのは，校長は善良な心の持ち主で事態を改善したいと誠実に願ってはいるけれども，クインシーに対してはあまり役に立たないだろうということだった。

疲れきった会話の中でレヴィンとファインバーグが考えたのは，(2)<u>彼らは，自分達の理想の教師像になるのに一生懸命になりすぎて，自分らしくしようとする姿勢が足りなかったのではないか</u>，ということだった。彼らは人生のほかの場面においてはするどい直観力を持っていた。なぜ授業ではうまくいかないのか？特に緊張の走るある日のこと，それが教師の行動に対する規則，そして法律にも抵触するかもしれないと考えずに，レヴィンはこの洞察に対して悲惨にも反応をしてしまった。いつものように，クインシーは教室を歩き回ってはほかの生徒に

悪さをしていた。「クインシー，席に着きなさい」とレヴィンは言った。クインシーはまるでレヴィンがいないかのように振る舞った。

「今すぐ着席しなさい」

反応はなかった。

レヴィンは教室の中央にいるその少年のところまで歩いていくと，両脇の下をつかみ，彼を持ち上げて席まで運んでいった。レヴィンはそんなに重い子どもを持ち上げたことがなかった。クインシーを落とさずに彼の席までたどり着くことができるかと，彼はパニックになって考えていた。そこに着くと同時に彼は力が抜けた。席にそっと降ろすのではなく，意図した以上の力で彼はその少年を席に落としてしまった。気が動転してレヴィンは自分の机に戻ると，自分はいつ首になるのかと考え始めたのであった。

彼は数えきれないほど何度も，子どもに触れないように言われていた。それは絶対にダメなことであり，訴訟につながり解雇の原因にもなることであった。彼は職を失うことについて心配した。クインシーのことも心配になった。おそらくは幼年期から虐待を受けてきた子どもにとって，教師に椅子に叩きつけられるということは何を意味しただろうか？

しかし，クインシーが席に戻されてからクラスが著しく静かになったことにレヴィンは気づいた。その少年はいじめっ子だった。(3)自分がほかの子どもたちをクインシーから守ってやれなかったせいで，普段から自分の受け持つクラスを険悪なムードが包んでいたのかもしれないと，レヴィンは思った。

レヴィンはクインシーの両親を訪ねて謝罪しようと決心した，もっとも，家庭訪問もまた彼がしないように言われていたもう一つのことではあったが。親たちとの接触は，電話や彼らが学校に来る場合に限られるという規則だった。

レヴィンは気にしなかった。彼は自分のやったことに罪悪感を感じ，個人的に訪問し謝罪する以外の方法はないと思ったのである。彼は学校から遠くないところに，クインシーが住んでいた小さな木造の家を見つけた。彼はノックした。クインシーの母親が戸口に現れた。彼女はがっしりした体型で，6 年生の息子より背が低かった。彼女は疲れているように見えた。「こんばんは，お母さん」と彼は言った。「クインシー君の担任のレヴィンと申します。お邪魔してもよろしいでしょうか？」

彼女は玄関口に立った彼を見て驚いたように見えた。不安そうに見えた。息子について教師と話すことはめったに楽しいものにはならないのだ。しかし，彼女は彼を招き入れた。レヴィンはソファに座って，彼女に誠実な悲しみの表情を見

せた。「お母さん」と彼は言った。「本当に心苦しく思います。今日クラスでちょっとしたことが起きました。息子さんがほかの子どもたちを叩いたりしているということをご存じでしょうか」

「息子のことはわかっております」と彼女は淡々とした口調で答えた。

「ええと，今日，彼が私の言うことを聞こうとしなかったから，私は彼を抱えて席まで戻さなければなりませんでした」

彼女はうなずいた。

「私のしたことがお気に障らなければよいのですが。もう二度とこのようなことをしなくてもよいことを私も願っております」

「必要なことは何でもしてください」と彼女は言った。彼女は彼の顔に安堵の表情を見てとった。「ねえ，先生」と彼女は言った。「あなたは家まで来て下さった初めての先生です。息子にしなければならないことは何でもやってください。彼は私の言うことは聞きません。必要なことは何でもしてやってください」

第３講　重要語彙リスト

1	chaos	混乱	17	occur to 人	考えが人の頭に浮かぶ
2	demolish	破壊する	18	weary	疲れている
3	assumption	思い込み	19	instinct	本能
4	guarantee	保証する	20	respond	反応する
5	anarchy	無秩序	21	disastrously	破滅的に
6	reign	統治する	22	insight	洞察
7	be impressed with	～に感銘を受け	23	conflict	衝突する
8	mean	意地の悪い	24	wander	さまよう
9	tease	いじめる	25	harass	困らせる
10	taunt	あざける	26	grab	つかむ
11	slap	たたく	27	armpit	脇の下
12	discipline	しつける	28	gently	優しく
13	principal	校長	29	retreat	退却する
14	assign A to B	AをBに割り当てる	30	lawsuit	訴訟
15	disorder	混乱	31	dismissal	解雇
16	convince 人 that ～	人に～を納得させる	32	mistreat	虐待する

33	slam	力いっぱい投げる	39	alternative	代替手段
34	noticeably	著しく	40	apprehensive	心配する
35	bully	いじめっ子	41	rarely	めったに～ない
36	contribute to	～の原因となる	42	neutral	中立の
37	sour	不愉快な	43	nod	うなずく
38	envelope	覆う	44	relief	安堵

第３講　音読用白文　① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The chaos in their classes demolished Mr. Levin's and Mr. Feinberg's assumptions / that their charm, intelligence, and energy would guarantee their success. Anarchy reigned. Children raced up and down the halls. Few of them did their homework. Noise was a constant problem. Students were unimpressed with the new teachers' Ivy League degrees and clever talk.

Quincy, for instance, / was in Levin's class at Bastian Elementary School. He was a sixth grader but didn't look it. Five feet ten inches tall, he was often angry and mean. He teased, taunted, and slapped other children. He paid no attention to teachers / who told him to stop. He saw no reason to do anything asked of him by Levin, / who had almost no experience disciplining children.

Levin sought advice from his principal and the mentor teacher assigned to him. Much of what they told him was vague or didn't work. The general disorder at the school / convinced him that the principal, despite her good heart and sincere desire to make things better, / was not going to be much help with Quincy.

It occurred to Levin and Feinberg, in their weary conversations, / that they were trying too hard to be what they thought teachers should be, / and not trying hard enough to be themselves. They had good instincts in other parts of their life. Why not in their classes? On a particularly tense day, / Levin responded disastrously to this insight / without considering that it might conflict with rules for teacher behavior, / and with the law. As usual, Quincy was wandering around the room, / harassing other students. "Sit down,

Quincy," Levin said. Quincy acted as if Levin did not exist.

"Sit down now!"

No response.

Levin walked up to the boy in the middle of the classroom, / grabbed him under both armpits, picked him up, and carried him back to his seat. Levin had never lifted a child that heavy. He wondered, in a panic, / if he could make it all the way to Quincy's chair without dropping him. His strength gave out just as he got there. Instead of gently lowering the boy into his place, / he dropped him into it, with more force than he had intended. Mortified, Levin retreated to his desk / and began to wonder exactly when he would be fired.

He had been told, more times than he could count, / not to touch kids. It was a huge no-no, an invitation to lawsuits / and a cause for dismissal. He worried about his job. He worried about Quincy. What did it say to a child / who had probably been mistreated from an early age / that a teacher could slam him into his chair?

But Levin noticed that the class quieted noticeably / after Quincy had been put in his place. The boy was a bully. Levin wondered if his failure to protect other children from Quincy / had contributed to the sour mood that usually enveloped his class.

Levin decided to visit Quincy's parents and apologize, / even though home visits were another thing / he had been told not to do. The rule was that contact with parents / had to be limited to the telephone and their visits to the school.

Levin didn't care. He felt bad about what he had done / and could see no alternative to making a personal visit and apology. He found the small wood-frame house / where Quincy lived, not far from the school. He knocked. Quincy's mother came to the door. She was heavyset, shorter than her sixth-grade son. She looked weary. "Good evening, ma'am," he said. "I am Mr. Levin, Quincy's teacher. May I come in?"

She looked surprised to find him on her doorstep. She seemed apprehensive. Conversations with teachers about her son / were rarely pleasant. But she invited him in. Levin sat down on the couch / and gave her an honest look of sadness. "Ma'am," he said, "I feel really bad. Something came up today in class.

I don't know / if you know that your son has been slapping other kids."

"I know my boy," she said in a neutral tone.

"Well, today he wouldn't listen to me, / so I had to carry him back to his chair."

She nodded.

"I hope you don't mind me doing that. I hope I don't have to do it again."

"Do whatever you have to do," she said. She saw the relief in his face. "Listen," she said, "you're the first teacher / that ever came to the house. Do whatever you have to do to my son. He doesn't listen to me. Do whatever you have to do."

＜復習テストの解答＞

１．彼のクラスの**混沌ぶり**が，彼らのエネルギーによって成功が**保証**されるという**思い込み**を**打ち砕いた**。

２．彼らの**疲れ切った**会話で，**彼らは，自分たちの理想の教師像になるのに一生懸命になりすぎて，自分らしくしようとする姿勢が足りなかったのではないか**という**考えが浮かんだ**。

３．レヴィンは**自分がほかの子どもたちをクインシーから守れなかったせいで**，クラスを**覆う**不快なムード**を引き起こしていた**のかと疑問に思い始めた。

４．虐待する	５．著しく	６．～の原因となる	７．覆う
８．疲れている	９．めったに～ない	10．うなずく	11．解雇
12．力いっぱい投げる	13．いじめっ子	14．不愉快な	15．代替手段
16．心配する	17．中立の	18．安堵	19．困らせる
20．脇の下	21．恥をかかせる	22．人に～を納得させる	
23．本能	24．破滅的に	25．衝突する	26．さまよう
27．つかむ	28．優しく	29．退却する	30．反応する
31．洞察	32．訴訟	33．破壊する	34．思い込み
35．無秩序	36．～に感銘を受ける		37．いじめる
38．たたく	39．校長	40．混乱	41．混乱
42．保証する	43．統治する	44．意地の悪い	45．あざける
46．しつける	47．A を B に割り当てる		